DOCUMENT RESUME

ED 086 194 IR 000 041

AUTHOR	Kaser, David
TITLE	Report of the Advisory Committee on Planning for the Academic Libraries of New York State 1973.
INSTITUTION	New York State Education Dept., Albany. Div. of Library Development.
PUB DATE	73
NOTE	51p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College Libraries; *Higher Education; Instructional Media; Interlibrary Loans; *Library Cooperation; Library Networks; Library Standards; *Master Plans; *Shared Services; State Departments of Education; *Statewide Planning; University Libraries
IDENTIFIERS	*New York

ABSTRACT

In 1971, an advisory committee was charged with developing guidelines for planning the integration and utilization of academic library resources in New York State for the period of 1990. Their report discusses the general problems and possibilities of library cooperation in general and in the specific situation in the state. Topics covered include: equitable distribution of effort, cooperative acquisitions, joint library storage, facsimile transmission, library labor sharing, data centers, nonprint information services, continuing education programs for librarians and instruction in library use. Major recommendations are given for the role of the State Education Department and the individual libraries in effecting functional and economical cooperation. The existing 3Rs program is seen as an organizational model, and interface with it is suggested to provide access to non-academic libraries. Two Subcommittee Reports complete this document. One, on educational technology, recommends improved access to nonprint materials and proposes a model for a regional media center. The second report sets forth quantitative standards for library collections, staff and facilities in 2- and 4-year institutions. (SL)

FILMED FROM BEST AVAILABLE COPY

ED 086194

Report of the Advisory Committee on Planning for the Academic Libraries of New York State

1973

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, 1973

IR 000 041

ED 086194

REPORT

OF

THE ADVISORY COMMITTEE ON PLANNING

FOR

THE ACADEMIC LIBRARIES OF NEW YORK STATE

1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Library Development
99 Washington Avenue
Albany, New York 12210

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University *(with years when terms expire)*

1984	Joseph W. McGovern, A.B., J.D., L.H.D., LL.D., D.C.L., *Chancellor*	New York
1985	Everett J. Penny, B.C.S., D.C.S., *Vice Chancellor*	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1987	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D.	Rochester
1979	Francis W. McGinley, B.S., J.D., LL.D.	Glens Falls
1986	Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B., Litt.D.	Sands Point
1988	Willard A. Genrich, LL.B., L.H.D.	Buffalo
1982	Emlyn I. Griffith, A.B., J.D.	Rome

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Associate Commissioner for Cultural Education
John G. Broughton

Assistant Commissioner for Libraries
John A. Humphry

Director, Division of Library Development
Jean L. Connor

Chief, Bureau of Academic and Research Libraries
E. J. Josey

CORNELL UNIVERSITY LIBRARIES
Ithaca, New York 14850
U. S. A.

Office of the Director

607-256-3689

July 23, 1973

Hon. Ewald B. Nyquist
Commissioner of Education
State Education Department
Albany, New York 12224

Dear Commissioner Nyquist:

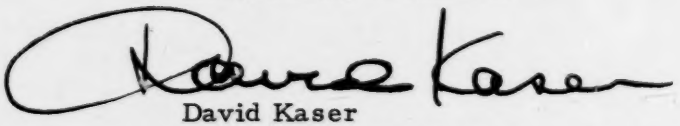
I have the honor to submit herewith the final report of your Advisory Committee on Planning for Academic Libraries of New York State. It is our hope that it will serve the needs of both the Department and the higher education community in this State during the critical two decades ahead of us.

In making this submission I want to commend the members of the Committee for their uniformly high dedication to this task since you assigned it to us in 1971. Attendance and application were excellent throughout the period both in the Committee of the whole and in the several subcommittees. I have been grateful for their willing commitment to the assignment.

I have appreciated also the fine logistical support, as well as substantive intellectual contributions, of members of the Department staff who worked with us. We never found ourselves in want of anything reasonable that the staff did not find a way to supply. I thank them for it.

In conclusion, and speaking I am sure for all members of the Committee, I want to thank you for giving us this opportunity to learn and to grow professionally in attempting to meet the challenges of this assignment. It was a fine experience.

Respectfully submitted,



David Kaser
Director and Chairman
of the Committee

DK:lh

ADVISORY COMMITTEE ON PLANNING
FOR THE ACADEMIC LIBRARIES OF NEW YORK STATE

COMMITTEE MEMBERS

David Kaser Chairman	Director of Libraries Cornell University Ithaca 14850
Nina T. Cohen	Director Western New York Library Resources Council Buffalo and Erie County Public Library Lafayette Square Buffalo 14203
Robert H. Deily (Retired March 1972)	Associate for Library Services State University of New York Thurlow Terrace Albany 12203
Glyn T. Evans (Appointed September 1972)	Director of Library Services State University of New York 99 Washington Avenue Albany 12210
Richard H. Frost (Resigned January 1973)	Associate Professor of History Colgate University Hamilton 13346
S. Stewart Gordon (Resigned January 1972)	Acting President SUNY at Binghamton Vestal Parkway East Binghamton 13901
Warren J. Haas	Vice President for Information Services and University Librarian Columbia University 535 West 114th Street New York 10027
Claude E. Hawley (Died October 1971)	Vice President John Jay College of Criminal Justice 315 Park Avenue South New York 10010
James W. Henderson	Andrew W. Mellon Director of The Research Libraries The New York Public Library Fifth Avenue and 42d Street New York 10018
Charles L. Higgins	Librarian Nazareth College 3245 East Avenue Rochester 14610

Barbara G. LaMont	Librarian Vassar College Poughkeepsie 12601
Richard H. Logsdon	Professor of Library Science Library Science Department Queens College of The City University of New York 65-30 Kissena Boulevard Flushing 11367
Jerry March	Professor of Chemistry Adelphi University Garden City 11530
John H. Martin (Appointed September 1972)	Director Learning Resources Center Corning Community College Corning 14821
Douglas Maynard (Appointed November 1971)	Provost Hunter College of The City University of New York 695 Park Avenue New York 10021
Yvette Nazaire (Resigned September 1972)	Associate Professor of Nursing Borough of Manhattan Community College 134 West 51st Street New York 10020
Audrey North	Librarian Bard College Annandale on Hudson 12504
J. William Nystrom	President Bennett College Millbrook 12545
Cyril Packwood (Appointed October 1972)	Associate Professor Borough of Manhattan Community College 131 West 51st Street New York 10020
Joseph C. Palamountain, Jr.	President Skidmore College Saratoga Springs 12866
Myles Slatin	Professor of English SUNY at Buffalo Buffalo 14214
George Winchester Stone, Jr.	Dean of Libraries New York University Libraries Washington Square New York 10003

REPRESENTATIVES OF THE STATE EDUCATION DEPARTMENT

Edward F. Carr	Director Division of Academic Program Review Office of Higher and Professional Education State Education Department 99 Washington Avenue Albany 12210
Jean L. Connor	Director Division of Library Development State Education Department 99 Washington Avenue Albany 12210
John A. Humphry	Assistant Commissioner for Libraries New York State Library State Education Department Albany 12224
E. J. Josey	Chief Bureau of Academic and Research Libraries Division of Library Development State Education Department 99 Washington Avenue Albany 12210
R. Patrick Mallory	Assistant Bureau of Academic and Research Libraries Division of Library Development State Education Department 99 Washington Avenue Albany 12210
Robert C. McCambridge	Assistant Commissioner for Higher Education Planning (Regionalism) Office of Higher and Professional Education State Education Department 99 Washington Avenue Albany 12210
Jane G. Rollins	Associate Bureau of Academic and Research Libraries Division of Library Development State Education Department 99 Washington Avenue Albany 12210

PREFACE

The Regents approved Commissioner of Education Nyquist's proposal for the establishment of the Advisory Committee on Planning for the Academic Libraries of New York State at their meeting in February 1971. The Commissioner appointed its members soon thereafter, and the group convened for the first time in June of that year. The committee of the whole has met on 11 subsequent occasions, and it has conducted business also through seemingly numberless meetings of subcommittees, extensive correspondence, and myriad telephone calls.

The committee's 22 members (see roster) have comprised administrators, professors, and librarians from 2-year, 4-year, and graduate institutions. This diversity of perceptions, competencies, and concerns has been a source of both vigor and rigor in the committee's deliberations, and it has also meant that the members have been able to learn much from one another. The committee feels that the same diversity will doubtless contribute to the strength and the credibility of this report.

The purpose of the committee was indicated by Commissioner Nyquist in his statement of appointment, when he asked,

> given the varying requirements of the libraries serving the several types of post-secondary institutions, by what means can these libraries, the institutions they serve, other kinds of libraries (e.g. public, technical, industrial), and the State Education Department work toward optimum service to post-secondary education in the 1970's and 1980's?

The Commissioner specifically charged the committee with the responsibility of developing guidelines for planning the integration and utilization of academic library resources in the period to 1990.

This report is the committee's response to that charge. It is organized into three parts: I. Summary of Major Recommendations (pages 1-2); II. Report of the Committee of the Whole (pages 3-12); and III. Reports of the Subcommittee on Educational Technology (pages 13-16) and the Subcommittee on Guidelines (pages 17-31). It is important to note that only major recommendations are summarized in Part I; additional recommendations and considerations are brought out, either explicitly or implicitly, both in the report of the committee of the whole and in the reports of the subcommittees.

TABLE OF CONTENTS

	Page
LETTER OF TRANSMITTAL	iii
ADVISORY COMMITTEE ON PLANNING FOR THE ACADEMIC LIBRARIES OF NEW YORK STATE COMMITTEE MEMBERS	iv
PREFACE	vii
PART I. SUMMARY OF MAJOR RECOMMENDATIONS	1
PART II. REPORT OF THE COMMITTEE OF THE WHOLE	3
INTRODUCTION	3
INTERLIBRARY COOPERATION IN NEW YORK STATE	3
Use of Materials by the Free-Standing Student	4
3R's Program	4
Each Library Carry Its Fair Share	5
Cooperative Acquisitions	6
Joint Library Storage	6
Facsimile Transmission	7
Library Labor Sharing	8
Data Centers	8
Nonprint Information Services	9
Continuing Education Programs for Librarians	10
Instruction in Library Use	11
CONCLUSION	11
PART III. SUBCOMMITTEE REPORTS	13
A. SUBCOMMITTEE ON EDUCATIONAL TECHNOLOGY	13
PREAMBLE	13
RECOMMENDATIONS	13
A CAVEAT	15
APPENDIX A. Creating, Modifying, Adapting New Software	15
APPENDIX B. Regional Media Center: One Possible Model	15
B. SUBCOMMITTEE ON GUIDELINES	17
GUIDELINES FOR ASSESSING THE ADEQUACY OF ACADEMIC LIBRARIES IN NEW YORK STATE	17
PART ONE: LIBRARY STANDARDS AND THEIR USE	17
PART TWO: GUIDELINES FOR ACADEMIC LIBRARY COLLECTIONS, STAFF, AND FACILITIES	19
LIST OF FIELDS	28
BIBLIOGRAPHY	33
ADDENDUM I. REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEMS	35
ADDENDUM II. MAP OF REFERENCE AND RESEARCH LIBRARY RESOURCE SYSTEMS	36
ADDENDUM III. MAP OF HIGHER EDUCATION REGIONS OF THE BOARD OF REGENTS	37
ADDENDUM IV. SELECTIONS FROM SENATE BILL S-1420	38

PART I. SUMMARY OF MAJOR RECOMMENDATIONS

(Other recommendations will be found throughout the report.)

The committee makes the following major recommendations to the State Education Department.

1. That access as needed be provided to all library resources in the State with a reasonable cost recovery by the institution furnishing the service. (See pages 3-4.)

2. That the higher education regions, jointly with the 3R's systems, contract with certain resource libraries, making them available as needed to all higher education students and faculty members in the region in return for appropriate compensation. (See page 4.)

3. That funds be provided for the establishment of a research capability within the Education Department to study best methods of implementing the programs enumerated in this report (see page 5), especially:

   a. of costs and procedures for providing library service beyond an institution's own clientele (see page 5);

   b. of relative costs and comparative educational benefits of physical delivery of library materials through interlibrary loan, of their electronic delivery in facsimile, and of the duplication of materials locally or in regional backup collections (see pages 7-8); and

   c. of delivery library services utilizing such technology as the broadband channels available with cable communication, not only from library to library but also from library to user (see page 10).

4. That academic libraries in the State be monitored on a periodic basis to ensure that they meet departmental standards. (See page 5.)

5. That the Education Department continue and strengthen its leadership role in the design, development, and establishment of computerized bibliographic data centers. (See pages 8-9.)

6. That cooperative collection development be encouraged, especially where it can be based upon previous interinstitutional curriculum rationalization or upon existing academic library strengths. (See page 6.)

7. That a systematic "last-copy" retention and storage program be established under the direction of the State Library which will assure an adequate level of availability to meet user demands while allowing the disposal of unneeded duplicates. (See page 7.)

8. That the entire pyramid of academic library service in the State be strengthened to meet the challenges of the two decades ahead, with the Education Department encouraging greater effort at the local library level, while contributing itself to the enhancement of the 3R's systems and other regional services at the middle echelon and the State Library at the apex. (See page 11.)

9. That the Education Department mount a continuing education effort for librarians to assure that they will be able to operate effectively the advanced service programs that will become available in the years immediately ahead. (See pages 10-11.)

10. That in every way possible planning and programming of academic library services recognize and utilize the strengths of other kinds of libraries in the State, especially those of The New York Public Library. (See page 11.)

11. That where the 3R's regions and higher education planning regions are not coterminous, effective interface be achieved by insuring that the Regents advisory councils in the higher education regions make full use of the expertise that has been developed in the 3R's systems through their representation on these councils and the relevant task forces. (See page 11.)

The committee makes the following major recommendations to the higher education institutions in the State.

1. That they assess periodically their library needs and services in accord with the guidelines and standards proposed in this report. (See page 5.)

2. That they seek out and avail themselves of the library economies that can be gained through consortia and other cooperative multilateral agreements and through the services of State agencies. (See pages 8-9.)

3. That they so administer their audiovisual services that they can articulate them to their economic benefit with standardized regional and statewide audiovisual programs. (See page 10.)

4. That they provide library instruction and counseling to their users, especially to students needing remediation. (See page 11.)

PART II. REPORT OF THE COMMITTEE OF THE WHOLE

INTRODUCTION

It has become commonplace to observe that individual libraries can no longer fulfill their assigned responsibilities without the help of other libraries. Actually, libraries have been parts of cooperating networks for a long time. Interlibrary loan is over a century old, and Library of Congress printed cards have been available since 1902, both efforts manifesting network characteristics of considerable sophistication. Libraries may indeed be proud of even the brief inventory of major cooperative accomplishments which they have developed - the Farmington Plan, the Union List of Serials, the Center for Research Libraries, the Anglo-American Cataloging Rules, for example - to say nothing of the countless bilateral and local agreements which have brought smaller economies into their operations.

Yet, none will deny that the course of interlibrary cooperation has been fraught with disappointments. In terms of sheer numbers, miscarriages have far exceeded accomplishments. The library press has for decades been replete with glowing descriptions of promising new interinstitutional ventures about which the subsequent literature remains meaningfully silent. Why have some few projects succeeded while so many others have failed? What key elements are required for success, and what weaknesses are likely to foredoom a project from its beginning? Can they be identified?

Too often society has been inclined to take the quick and easy answer. It is attractive but simplistic to attribute the successes in library cooperation to the natural goodness of man and the failures to the natural depravity of man. Yet, the same men have in some cases been instrumental in the conceptualization and implementation of both successes and failures. There must be more.

The committee is prepared to propose that success or failure of an interlibrary effort is largely determined by the degree to which conflicting concepts of accountability for the participants are or are not inherent in the project. Every librarian feels two kinds of responsibility to the books under his oversight. First, he must husband them as part of the chattel of the institution by which he is employed - of the institution that bought and paid for them and stored them in many cases over generations. Second, he must view them as part of the general intellectual heritage of mankind which he ought somehow to make available to all men. Cooperative projects which call for him to fulfill the latter responsibility while violating his stewardship to the former responsibility seem certain to fail. Faced with such a dilemma, he must surely perform first in the best interest of the institution that employs him and writes his paycheck.

INTERLIBRARY COOPERATION IN NEW YORK STATE

Recognition of this dilemma for the librarian, and a way of getting him off its horns, is a first step to improving interlibrary cooperation anywhere, but it is especially important in New York State. Statewide, New York has vast bibliothecal wealth. Its institutions own more than 10 percent of the academic library books in the United States, including some of the greatest collections

with research depth anywhere in the world. Yet fully three-fourths of those books are the property of private institutions in the State. When it is observed that 56 percent of the college students in the State, however, are in public institutions, with the percentage rising annually, it becomes clear that a pivotal concern for the education community should be to find a way to facilitate the use of private sector books by public sector users without cost to the books' owners. Somehow access to all library books in the State should be provided as needed to all readers on a total cost recovery basis to the institution furnishing them.

Use of Materials by the Free-Standing Student

To this time the major impact of interinstitutional use of books has been felt upon the interlibrary loan structure, but recent educational patterns and programs appear certain to extend its impact to other library services as well. Independent study and external degree programs bring with them a new phenomenon of great importance to libraries - namely the "free-standing student" with at most a tenuous campus relationship. Whereas the traditional college student incurred library cost only in his own college library - a cost which could be easily predicted, identified, and budgeted by his home institution - the new free-standing student seeks out and utilizes the library service he needs wherever it can be found or wherever it is convenient for him.

It is important to recognize that the library costs of such a student are in no way diminished by this new mobility; they are rather relocated from what was formerly a single library to what could now be a number of libraries across the State. There should be no desire to impede this mobility - indeed, it should be encouraged - but simple fairness requires that the funding of his library service must follow such a student to whatever libraries he chooses to utilize, and there are not yet costing and accounting systems prepared to handle such fund relocation.

It is the committee's belief that such relocation of funds will not necessarily of itself require the overall expenditure of *more* library money. Indeed, on a "per unit of service" basis, it should require less because it will reduce pressure for unnecessary duplication of expensive library resources and services. It must be recognized, however, that improving overall library quality by facilitating interinstitutional traffic will doubtless also increase the amount of overall library use, and increased overall library use will require increased library expenditures.

3R's Program

The 3R's program may well serve as the framework through which such improved accessibility can be provided. The New York State Interlibrary Loan (NYSILL) network is already acting as a mechanism for reimbursing to the main resource collections of the State their out-of-pocket costs in lending their books to other libraries in the State. NYSILL may thus be a prototype for the cost reimbursement of other kinds of library services as well: in-person access, off-campus reference services, and extended bibliographic assistance, for example.

The 3R's program, however, can only serve in these new exciting ways if it is substantially more fully developed than its funding to date has permitted.

Research must be conducted into the need for, and real costs of, such services beyond a library's statutory clientele. Cost and accounting processes need to be designed to assure the economic handling of records and transfer of funds. Service subprograms need to be conceptualized, established, and "marketed," and appropriate governing structures set up. All of these activities are both costly and time-consuming, yet if the State of New York is going to get maximum return out of its library dollars in the two decades ahead, such expenditure of development funds is necessary now. The committee thus recommends that a funded research capability be added to the 3R's program to assure that best methods are implemented in the course of progression toward these goals.

Each Library Carry Its Fair Share

New York State's great library strength has come about through the strenuous but uncoordinated efforts of many individuals, interests, and institutions both public and private. Indeed, Commissioner Nyquist's very charge to this committee tacitly recognizes that this uncoordination of the past must, in the interest of the education community in New York State, be overcome in the future. Yet, it must be understood that the same past level of dedication will continue to be required from all concerned if those strengths are to be sustained, and dedication to a cooperative cause is seldom as intense as it is to unilateral and personal causes. Self-delusion as to the results of one's efforts is not possible as long as one is "going it alone," but it is the unfortunate nature of voluntary cooperative enterprises that participating institutions can, subconsciously or unwittingly perhaps, "freeload" on the network without its detrimental impact being immediately apparent either to itself or to its colleague institutions. In fact, it sometimes seems that part of the seductive attraction of cooperative ventures resides in their chimerical message that one can take more out of the operation than he puts in, physical and economic maxims to the contrary notwithstanding.

For this reason it is essential to the continued well-being of library cooperation in this State that all participating institutions be monitored on a regular and rigorous basis to assure that each is carrying its fair share of the total load, either through reciprocation in kind or by direct purchase. There are, after all, minimal levels of library resources that must be absolutely required onsite before an institution can even begin to offer academic work and participate equitably in the network. The extent and nature of these requisite basic resources will vary from institution to institution, depending upon the unique objectives of each institution as stated in its program offerings.

The committee addressed itself to this question both of minimal standards of institutional library resources and guidelines for the continuing enhancement of their quality above the minima. These standards and guidelines are appended hereto as the report of the Subcommittee on Guidelines. Although for ease of review these requirements - for books, staff, and physical facilities - are stated primarily in quantitative terms, they must be used in conjunction with some subjective and qualitative value judgments. It is hoped that these standards and guidelines will serve not only the State Education Department in the registration of new institutions, but also individual institutions themselves in attempting to appraise their own library adequacy. If they are conscientiously and continuously applied in both ways by all parties involved, the overall network strength ought not to languish.

Cooperative Acquisitions

Given such mechanisms for facilitating interlibrary traffic, coupled with basic service standards for all participating libraries, the committee believes that the quality of library service in New York State can be substantially raised in the years immediately ahead through sharing and cooperation. Some economies can doubtless be effected through cooperative collection development policies, but as pointed out by the Regents themselves in *Education Beyond High School*, to be fully meaningful such cooperative collection policies will have to await interinstitutional rationalization of academic programs, and that may yet be some time away.

The uniform experience of libraries everywhere and in all ages has been that if they attempt to rationalize their collecting efforts cooperatively before, rather than after, interinstitutional rationalization of curricula, they are likely to be ineffective. This is true because librarians determine only in a very superficial sense what goes into their collections. Often they do select the individual titles to be gotten and identify those to be foregone, but they make these selections within parameters not determined by themselves but settled upon by faculty and administration in the normal process of academic decisionmaking. Rather than making such broad policy decisions in this regard, librarians in effect implement the decisions of others. Librarians are aware that they appear, to an unfortunate degree sometimes, to duplicate among themselves expensive resources and services; but they also know from long experience that books go where the professors are, and that if there are two professors in the State or even in the same city who are teaching in the same subject area, however narrow, their libraries will be forced to duplicate resources. Eliminate one man or the other, or put them both at the same institution, and the aggregate library cost will be halved. Such decisions as these, however, are not librarians' to make.

On the other hand, there doubtless are ways in which cooperative collection development can aid the academic libraries of New York State, even though to a limited degree. Special purchase funds put into the venture from sources other than from regular institutional materials budgets are usually less subject to intrainstitutional tugging and hauling. Yet, unless such funds are used in areas wherein the institution pretends to some reasonable level of academic sophistication, it may have little sympathy for its library acquiring and storing the material in the first place, and the collection, moreover, will lack the symmetry that normally results from sustained faculty monitoring. These considerations seem to support the oft-stated apothegm that the best way to develop collections cooperatively is to add to already existing strengths.

Joint Library Storage

Cooperative storage, especially of seldom-used materials, presents some serious problems. Clearly there are titles which are used so infrequently that one copy in a region is enough - or one copy in the State, or one copy in the Nation. Clearly, also, some such titles are now being held by more than one library, and in some cases probably by many libraries. The incidence of such duplication is unknown, and it would be a difficult research project to determine it with any satisfactory degree of accuracy.

The two extreme options available to the libraries of the State are 1) to continue doing what is being done - namely, not storing cooperatively - or 2) reducing book stocks to enough copies only to serve the need and storing them jointly. To do the latter would require 1) an identification of what is now held in the State's libraries, 2) a judgment as to how many copies deserve to be retained, 3) a determination of which copies should be discarded and which should be deposited in joint storage, 4) a "deacquisition" of all books so selected from libraries wherein they are presently held, 5) an articulation into a stored collection of copies to be retained, 6) the development of physical facilities for joint storage, and 7) the establishment of fiscal and administrative mechanisms requisite for joint storage. All of these seven requirements are expensive to implement, and it is problematic whether or not their total cost would exceed the savings that would accrue from reduction in duplication, which is after all the only potential gain. There is, moreover, a certain incalculable user convenience value to decentralized duplication which would be lost if central joint storage were adopted. Indeed, there may be cogent reasons for the uniform failure of all joint library storage efforts to date.

Nonetheless, ways do exist whereby the State might benefit from joint storage. One is to monitor all normal withdrawals from libraries in New York State to assure that in no case is the last copy being discarded; where such appears to be the case, the withdrawn copy could be added to the State Library collections. A variation on this plan would be to store such needed withdrawals decentrally in whatever library they are found but to identify and treat them thereafter as part of the aggregate resource of the enterprise and at enterprise expense. Here again, however, care would need to be taken that individual libraries did not withdraw simply to get the cost of maintaining such volumes transferred to the joint enterprise.

Still another potentially useful joint storage concept is to develop a centrally owned and operated periodical lending library after the pattern pioneered by the National Lending Library in England. It is important to observe in this regard that the only joint storage efforts that have ever truly succeeded have been those that dealt not in withdrawals from member institutions but rather that served their members out of proprietary collections developed through their own previously agreed upon acquisition programs. The NLL is the obvious example; the Center for Research Libraries is another.

Facsimile Transmission

It must be recognized that pressure for onsite duplication of holdings of nearby libraries, for research purposes if not for instruction, may be reduced in the coming years through improved communications. It has now been 6 years since the last experiments were conducted in the State in the use of facsimile transmission for library purposes. At that time tests proved that the technology was not yet adequate, costs were too high, and patron expectations were too low to warrant a continuing program. All three circumstances have certainly changed in the interim, and it may now be time to experiment anew with such possibilities. Such a possibility should be studied under the library research program of the State Education Department recommended earlier in this report.

It will have to be borne in mind that facsimile transmission shares with interlibrary loan one consequential cost characteristic which is likely to

remain a deterrent to its extensive use for a long time to come - that is, the expensive and substantial human labor factor in the operation. Human beings always have to verify citations of requested items, determine their locations if held, fetch them from the shelves, record their absence from the collections, prepare them for transmission (either electronically or by mail), discharge them when the transaction is completed, and return them to the shelves. The direct labor costs of these activities, largely the same in both operations, are very high, and they are unlikely to be automated soon. Meanwhile, the on-site user who does all these things for himself at no cost to the institutions may continue to be a very attractive alternative, even though his presence requires duplication in the book collection which would otherwise be unnecessary. The ratio of cost-to-educational benefit in these operations needs to be studied in considerable depth.

Library Labor Sharing

The committee concluded early in its deliberations that a major future for library sharing in the next decade will be in the area of labor sharing - labor sharing in cataloging, in developing lists of holdings both of books and serials, in designing and operating common larger systems wherein economies of scale can inhere, and in interlibrary communications. Clearly, there is a large core of such activity which is common to all libraries and where its accomplishment once should suffice for all. A happy recent confluence of bibliographic acumen and computer expertise now bids fair to bring such network development into our immediate future.

This opportunity must be seized and exploited with vigor, because its aggregate social economy is now apparent. It will mean the rapid conversion of this important labor intensive cost center to a somewhat lower capital intensive cost center, thereby helping to retard the rapid rise in library operating costs. The development, moreover, of electronic bibliographic data centers is the natural and requisite first step in a sequence of desirable cooperative ventures herein described: joint understanding of our total resources, reduction in duplication of acquisition, joint storage of seldom used materials, and prompt delivery of materials on demand. Without the first step, the others are unlikely to occur any more effectively in the future than they have in the past.

Money saved on such important activities as cataloging, serials control, circulation, and other recordkeeping can be relocated to the provision of new reader-assistance staff and machine services in libraries. Libraries generally are dissatisfied with the quality of their reader assistance programs; they know they can do better, but for a price, and herein they will find opportunity to make such improvements. Likewise, there are a host of electronic bibliographic and other information data bases of use to students and scholars being marketed by government agencies, commercial suppliers, and learned and professional organizations. Delivery of such information is usually made from multicampus computer centers to patrons at interactive terminals in libraries.

Data Centers

The critical mass characteristics of both kinds of data centers - the first to reduce the cost of recordkeeping and the second to increase the

effectiveness of bibliographic and information services - are such that to gain economic viability only a limited number need be developed to serve all of New York State. The nature of the specific task and the economy of scale will determine the number of such service centers needed. Their successful introduction here will require substantial leadership at the State level, much of it no doubt in the State Education Department. Likewise, funding for the conceptualization, design, and establishment of such data centers should be a responsibility of the State, although, since the use of their products will in many cases benefit participating libraries, their continuing operating costs might be appropriately charged back to those participants.

We are on the threshold of important new developments in this area. The problems of developing computer-based library networks are no longer technical, nor do they really require further cost justification. They are primarily problems of focusing library leadership on this single, overarching priority and of gaining adequate capital to get started. They deserve first and best attention. We commend the joint efforts of the State Education Department and State University of New York already underway to develop such data centers, and we recommend that they be funded in a manner that will permit their prompt accomplishment.

Nonprint Information Services

The committee must animadvert upon what it feels to be the slow growth of nonprint information services in some academic libraries in the State - especially university libraries - and encourage their more rapid development. It feels constrained to observe that libraries are no longer able to fulfill their responsibilities without a fairly extensive range of audiovisual services and to recommend that delivery capability in the audiovisual area hereafter be considered almost a required library activity. The committee makes a distinction here between audiovisual delivery capability and the generation of new audiovisual software. Whereas it believes that academic libraries must be capable of delivering information in multimedia formats, it feels that the locus for the actual development of additional audiovisual material is more appropriately a matter of local educational and administrative style for single institutions to determine. Some will doubtless choose to develop their software in the library, where others may opt to do it elsewhere.

In effect, the committee concurs with the recent report of the Carnegie Commission on Higher Education, entitled *The Fourth Revolution*, when it says:

> that nonprint information, illustrations, and instructional software components should be maintained as part of a unified informational-instructional resource that is cataloged and stored in ways that facilitate convenient retrieval as needed by students and faculty members. Obviously, libraries that assume these additional functions will also face additional costs. Some of these new costs may be offset by consolidating in the library budget those funds that are spent by an institution on existing isolated and independent units which store and distribute learning materials and equipment. Other costs may be incurred, however, as the demand for nonprint materials and new services increases, and these costs must be met with new funds. (page 34)

The committee agrees that not all costs will necessarily be new costs; most colleges in the State are already spending some money on multimedia, but regrettably too few institutions have instituted adequate administrative control over these expenditures. In too many institutions expensive media equipment is selected and acquired and utilized on a decentralized basis and thought of more as departmental than as college property. The absence of centralized inventory and control means that campuswide utilization is seldom maximized, that equipment maintenance is often shoddy at best, and that staff expertise in machine use frequently languishes. Also, regional standardization cannot take place.

The State Education Department would be accomplishing a valuable service if it were to encourage upon the institutions of the State clearer recognition than many of them seem to have now that if centralized administration of their library books is in their best economic interest, the centralized administration of their more expensive multimedia resources will be even more so to their advantage.

The fact that library nonprint services are less fully developed than print resources has at least one redeeming virtue of interest to this State. It means that institutions are likely to be less fixed in their viewpoints toward them and therefore more susceptible to State leadership in their network interaction than has been the case as regards print resources. Their effective regional coordination may well be more readily accomplishable than has been possible with traditional library resources, and the Subcommittee on Educational Technology proposes in its appended report a possible model for its fulfillment.

In this connection, the committee feels led to remark upon the library implications of Community-Access Television (CATV). Although it lacked the technical competence to make an intensive analysis of this matter, it did recognize that the future of libraries will certainly involve the electronic transmission both of bibliographic records and texts, as well as pictorial and nonbook material not only from library to library but also from library to users wherever they are and have their consoles, whether in their offices, their homes, their laboratories, or their dormitory rooms. Such capability would seem to be equally important for conventional and formal educational purposes; for professional, technical, and cultural development; and for lifetime learning programs. The committee urges, therefore, that the State Education Department recognize this substantial future need for channel access by libraries and foster such studies through the aforementioned library research program as appear warranted to assure that appropriate access will be available to them when needed.

Continuing Education Programs for Librarians

At a number of points in its deliberations the committee noted a need for a coordinated statewide training program on libraries. The appended subcommittee reports allude specifically to the need, and it appears implicitly elsewhere. The need is easy to understand. The size and complexity of libraries are growing in geometric terms, the nature of information itself is changing rapidly, and the formats and techniques for delivery of information are becoming widely diverse. These changes bring with them a danger of technical and professional

obsolescence in the library community, an obsolescence which society can ill afford. In the committee's judgment, the State Education Department, through the 3R's program and the State Library, could contribute much to the solution of this problem through a structured continuing education program for the librarians in the State.

Instruction in Library Use

In this connection the committee also noted a chronic deterioration in the library skills of students in post-secondary education programs, doubtless due at least in part to some of the same causes enumerated in the previous paragraph. Remediation is required with increasing frequency, and the committee solicits the State Education Department's attention to the problem. It feels strongly that only informed citizens can be useful citizens and that today, as never before, library user training is essential at all levels of education.

CONCLUSION

The committee commends the steps taken by New York State in recent years to enhance the effectiveness of its academic libraries, both individually and collectively; these efforts have been good ones and deserve to be continued and strengthened. Specifically, it feels that the pyramidal structure, with local libraries at the bottom, the 3R's councils and other regional services at a middle echelon, and the State Library at the top, has been well conceived and should continue to serve as the basis for future development. With the exception of a few operations which perhaps ought more appropriately to be conducted at the national level, it believes that all of the activities discussed in this report can be adequately handled at one of the three echelons comprising the statewide pyramid of academic library service. Academic libraries, moreover, only to a degree can be thought of as being separate from other kinds of libraries. Students requiring books go wherever the books are - whether to other academic or to public libraries - and it is the genius of the 3R's program that it recognizes this inherent inseparability of libraries whether they be academic, public, or special. The vast resources of The New York Public Library in particular have great meaning for the educational programs not only of this State but of the Nation as well, and its fortunes, good or ill, will be reflected in the quality of scholarship and learning.

The committee observes, however, that if the 3R's program is to meet effectively the library needs implied in the Regents new directions for higher education - especially their expressed concern for extramural and noncollegiate post-secondary education - the 3R's program will have to be strengthened and extended. Among other things, interface between the 3R's regions and the more recent higher education regions of the State will have to be effected; planning mechanisms will need to be established which will assure that the services of school libraries to post-secondary education be appropriately considered as well as public, academic, and special libraries; and, most importantly, the librarians and library users of the State will need to be trained in best methods for utilizing the full range of library resources available to them. We recommend that the 3R's program be enlarged to enable it to take on this and other work.

In sum, the committee has reviewed the many library problems in the future of higher education in New York State and has found none of them insurmountable.

On the other hand, few if any of them will solve themselves. They will require the extensive, and sometimes expensive, attention and effort of many agencies and individuals, all with common understanding of the direction in which resolution of these problems lies. The committee hopes that this report will help to bring about that common understanding and will serve as a kind of maturation plan for the rational and coordinated growth of academic library capabilities in New York State adequate to the needs of its citizens in the next two decades.

PART III. SUBCOMMITTEE REPORTS

A. SUBCOMMITTEE ON EDUCATIONAL TECHNOLOGY

George W. Stone, Jr., Chairman
Nina Cohen
John Martin
William Nystrom
Cyril Packwood
Departmental Staff Liaison - R. Patrick Mallory

PREAMBLE

General Understandings:

a) The basic function of the college and university library is to store, organize, and disseminate recorded information in whatever form, and to provide the materials and services by which to get at it locally, or to guide and assist the user as to where to get at it, or to deliver it from elsewhere.

b) Therefore, all recorded resources commonly used to enrich or support a student's learning experience and which are owned by or on loan to the college or university are considered as informational resources and should be included as part of the inventory for which the chief librarian is responsible.

c) These resources should also be counted in any inventory describing the means supporting accreditation of a college or university.

Implications: Local (on campus) accessibility for media materials involves the presence *in situ* of appropriate machinery and other hardware. Shared accessibility involves cost support for storage of hardware, software materials, and lists of available consultants on a regional and cooperative basis. Bibliographical accessibility for both hardware and software is a basic responsibility of librarians. Of major importance is the standardization of bibliographical description, and the standardization of media forms.

RECOMMENDATIONS

The subcommittee recommends the following guidelines for library cognizance of nonbook materials. They represent "best practices" now in operation and suggest useful directions for new library registrants. They are set forth as recommendations a) for college and university libraries, public and private; b) for the profession of librarianship; and c) for State implementation.

FOR LIBRARIES, that:

a) Adequate space be supplied for multimedia within the library or under its governance along with adequate electrical support for the machines needed.

b) Cost sharing: In addition to providing adequately for local program support, a budgetary agreement be made by the college or university to support regional centers (such as the 3R's) to assure wide accessibility to materials available by loan and to personnel on a consultative basis, and that the regional centers publicize their holdings and available services. (See Appendix B.)

c) Professional service support: Each college or university maintain on its professional library staff a person or persons whose special talents include knowledge of multimedia. To this end directors are encouraged to develop these talents among all library personnel.

d) Machines: Colleges and universities possess machines for the implementation of software programs which support their ongoing educational programs.

FOR THE LIBRARY PROFESSION, that:

a) Librarianship: Library schools in the State enlarge their training programs to include courses in the understanding and handling of all aspects of multimedia, nonbookform materials.

b) Articulation: All college and university librarians recognize their professional responsibility for continuing the experience with multimedia that the oncoming groups of students have had in their secondary school experience.

FOR THE STATE, that:

a) Finances: The State legislature be asked to authorize sufficient financial support for the 3R's regions to enable them to operate loan services of excellent quality; and to test the validity of this supportive project, the State fund for an appropriate period a pilot center for the quick distribution of nonbook materials and programs.

b) Training grants for interchange: That the State Education Department devise a systematic training plan (including a way for individual librarians to apply for its benefits) for the interchange (for brief or longer periods) of library personnel between institutions which have and which do not have ongoing programs of multimedia learning, and that it propose authorization of State funds for this program, as well as for regional seminars (for a period of 3 years) for media librarians to discuss the state of the art.

c) Liaison: The Commissioner of Education appoint a standing committee under the chairmanship of a staff member (provided with adequate logistic support) to work with the engineering industry in order to update constantly information on what is being developed in the field that has particular educational application; the committee to function as a clearinghouse of information and periodically recommend materials and machines of tested high quality.

A CAVEAT

The subcommittee believes that the role of the library in providing production facilities for creating, modifying, or adapting *new* items of software should be left to local (college and university) option. The creation of new software programs is the responsibility of individuals in the academic community and should be encouraged. They are not necessarily a function of the library or librarians. For examples see Appendix A.

APPENDIX A

Creating, Modifying, Adapting New Software

The basic function of the college and university library is to store, organize, and disseminate recorded information in whatever form. In organizing such information librarians may indeed create software programs (e.g. for bibliographical listing, locating and retrieving it). They are not necessarily responsible for providing studios, workshops, or services for creating, modifying, or adapting new programs for academic uses. They may however encourage, within the scope of their competencies, the process of creating nonbookform materials.

For example, it would be up to the instructor in art history to prepare, or have prepared, a modification of the Kenneth Clark 12-reel film "Civilisation" which plucked out only the sequences on painting, should he wish such illustrations for his classes. Likewise, it would be up to the musicologist on any academic staff to prepare, or have prepared, tapes which repeated phrases or passages from a Mozart or Brahms symphony which he might wish to emphasize in classroom teaching, or to assign for special study in the library. It would, also, be up to the instructor in architecture, or photography, to prepare photographic sequences for his course in city planning, American Gothic, light and shade effects, or whatever. The resulting cassettes, video-tapes, and records, if deposited in the library would come under the cognizance of the librarian for cataloging and dissemination.

APPENDIX B

Regional Media Center: One Possible Model

I. Purpose: To build and maintain a comprehensive library of nonbook materials and technical support equipment for teaching and learning purposes as determined by member institutions whose budgets support the acquisition and distribution of materials.

II. Size: Geographical area no larger than can deliver materials within 24 hours.

III. Governance: Board of trustees elected from participating institutions.

IV. Financial Support

A. Initial and administrative budget (building, maintenance, administrative equipment, staff) from State or State-funded agency.

B. Stock - from funds of the participants.

All media, including minimum (basic) collection, to be purchased from funds allocated by cooperating institutions. Where one or more participants already own what may become the basic collection, the collection may be purchased from the participant from collective funds, or donated by the participant in lieu of supporting funds.

C. Budget must be decided upon by administrative staff and board of trustees. All participants are contractually bound to contribute sufficient funds to cover the agreed-upon budget.

D. Funds to support acquisition, and so forth, in media center continue to show up in participant's budget as money spent on nonbook library materials.

V. Functions

A. To make available, on 24-hour notice, educational material housed in the center to any participating (contributing) member. The collection must reflect duplication of titles to the extent that there may be demand for titles (as in a reserve room at most academic institutions).

B. To supply movable hardware.

C. To maintain the collection and the hardware.

D. To catalog the collection and distribute bibliographic information to all participants.

E. To make available to participants the space and technical equipment necessary to produce new forms or titles.

F. To make available to participants skilled staff and consultants, and information concerning emerging technical changes and standards.

VI. Scope

Beyond those now-standard formats, the board of trustees will act to include material with a view to widening the scope as funds and materials become available. The standard nonbook formats available at opening time should be in the basic collection. Technical potential (e.g. cable TV) should be part of the planning and design of the center.

VII. Personnel

A. Core of technical assistants in all fields needed to repair, transport, and maintain collected materials.

B. Librarians who can select, purchase, catalog, and consult on media materials.

B. SUBCOMMITTEE ON GUIDELINES

James W. Henderson, Chairman
David Kaser
Barbara LaMont
Richard H. Logsdon
Jerry March
Departmental Staff Liaison - Jane G. Rollins

GUIDELINES FOR ASSESSING THE ADEQUACY OF ACADEMIC LIBRARIES IN NEW YORK STATE

It is the purpose of this statement to set forth guidelines that can be used in assessing the adequacy of libraries in institutions of higher education in New York State. The statement is presented in two parts: Part One, "Library Standards and Their Use," provides a backdrop against which standards may be understood and interpreted. Suggested here also is a method to be used by the State Education Department in registering academic institutions and a system of application and reporting that may be used by institutions seeking such registration. Part Two consists of a formulation of guidelines in three areas of library operation: (A) Collections, (B) Staff, and (C) Plant Facilities. In each case counsel is given in the application of the guidelines. In each case, also, two sets of guidelines are presented: one for libraries in 2-year institutions of post-secondary education and another for libraries in 4-year colleges and universities. No attempt is made to provide guidelines for the libraries of professional schools when they are not part of a university library system. It is suggested that guidelines for such libraries be developed by library groups and professional organizations associated with each of the professional disciplines offering academic degrees.

PART ONE: LIBRARY STANDARDS AND THEIR USE

Library standards have been defined as the criteria by which library services may be measured and assessed. They may be variously interpreted as the pattern of an ideal, a model procedure, a stimulus for future development and improvement, a measure for appraisal, and as an instrument to assist decision and action not only by librarians but also by laymen concerned indirectly with the institution, planning, and administration of library services. It is intended that the standards presented here be understood in all of these ways and for all of these purposes.

No formulation of library standards has ever yet met, or is likely to meet, with unqualified acceptance. There can be no disagreement that quality in library services is of primary importance. Qualitative standards that can be used generally are, however, difficult to arrive at. They cannot be expressed in simple terms, and their application calls for considerable effort. Quantitative standards, on the other hand, can be more simply expressed and are easier to apply. For these reasons there is a tendency to reduce standards to quantitative terms, even though it is recognized that they are likely to be built on uncertain ground.

In spite of the difficulties associated with the development of standards and the dissatisfaction with which they have been received, the need for them

persists. In response to this need, the standards which form a part of the following guidelines are offered, primarily in quantitative terms, but with attention called to the need to use them in conjunction with qualitative evaluation.

The guidelines have been prepared for use by libraries themselves and with the needs of the State Education Department in mind. Interpreted as goals for adequacy, their quantitative aspects may be used by the department in the registration process. The tables which follow indicate five classes of libraries (A through E). Full registration would be given to libraries falling into Class A. Those in Class B would be considered as being in the process of qualifying for full registration; and those in classes C and D would be given provisional registration. Those in Class E would not qualify for registration. Annual reporting to the Bureau of Academic and Research Libraries, Division of Library Development, State Education Department, would be required of all academic and research libraries in the State. Libraries falling below Class B in any area of library services (collections, staff, or physical facilities) would be required to submit, in addition to their annual reports, a plan for the achievement of adequacy in the area or areas in which they are deficient. The plans submitted would require approval by the Bureau of Academic and Research Libraries and would be monitored annually by the bureau for the purpose of measuring progress. The status of libraries in classes A and B would also be reviewed by the bureau for the purpose of maintaining a continuing inventory of the academic and research library resources of the State.

As has been indicated, the library guidelines presented in Part Two concern only three aspects of library service - collections, staff, and plant facilities. There are at least three other important components of library service:

1. Users of the library - the students and faculty members - and the programs of study and research in which they are involved, which must obviously be the focus of the library program and the library's operation;

2. The financial commitment, which is a function of the ability of the institution to meet its library goals in terms of the three areas for which guidelines have been developed here. Clearly, institutions with A-level library services must provide adequate financial support for sustaining those services at levels commensurate with institutional objectives, while libraries with major deficiencies will have to provide generous budgets for their elimination;

3. Effective administration, which will depend on the appropriateness of the library's organization to the needs of the institution, the accomplishment of the library's own objectives, and dynamic leadership and management in key units of the library organization.

Registration of Libraries According to Class

Note: The following tables have been constructed to show how libraries of academic institutions would be classed in relation to their achievement of the guidelines for collections, staff, and facilities presented in Part Two of this statement. Libraries classed as "A" in any of the three categories would be given full registration by the State Education Department; those classed as "B"

would be considered as being in the process of qualifying for full registration; those classed as "C" and "D" would be given provisional registration; and those classed as "E" would not be registered.

Collections

E	D	C	B	A
Below 40%	40-54%	55-79%	80-99%	100% and above

Staff

FTE Students/Professional Staff

	E	D	C	B	A
2-year	Over 750	501-750	311-500	151-310	Under 150
4-year	Over 450	301-450	201-300	76-200	Under 75

Facilities

E	D	C	B	A
Below 40%	40-54%	55-79%	80-109%	110% and above

Explanatory Note: In order to classify a library for collections, it is first necessary to ascertain the minimum number of units it must possess in order for it to have a collection of minimum quality for an institution of its size and scope. This number is based on the number of faculty, students, and programs, and may be calculated by the formulas given on page 21 for 2-year colleges, and page 22 for the 4-year colleges and universities. Once this number is obtained, one then divides the actual number of units the library does own by this number and multiplies by 100 to find the percentage. It is this percentage which determines whether a library is classified as "A," "B," and so forth for collections. A similar process is used for facilities (these formulas are on pages 26-7). The calculation for staff is simpler. One need only divide the number of FTE (full-time equivalent) student equivalents by the number of professional staff.

PART TWO: GUIDELINES FOR ACADEMIC LIBRARY COLLECTIONS, STAFF, AND FACILITIES

A. Collections

INTRODUCTION

In library collection development, *quality*, in relation to the curricular and research programs of the institution, rather than *quantity*, is the goal. A qualitative evaluation of an academic library must take into account its purpose within the academic institution. Its collection can be said to possess a degree of quality *for its purpose* only insofar as it contains a portion of the bibliography of each discipline taught, appropriate in quantity to the levels at which each is taught (associate, baccalaureate, master's, or doctoral) and to the numbers of students and faculty who use it. Quality and quantity are separable only in theory: it is possible to have quantity without quality; it is not possible to have quality without quantity defined in relation to the purposes of the institution. No easily applicable criteria have been developed for

measuring quality in library collections, and this is a subject which should be vigorously pursued. Quantitative measures seem to be most useful to administrators, budget officials, and appropriating agencies. The guidelines here proposed are therefore quantitative. They are derived from sources which themselves admit to inadequacies and incompleteness and the need for further research.

Although the guidelines presented here are quantitative, they assume a reasonable level of quality resulting from selectivity, an appropriate mix of monographic, serial, and other types of library material, and the implementation of a planned acquisition policy developed by and continuously administered by qualified librarians.

The quantities herein recommended are minimal onsite requirements. They are not to be regarded as ceilings beyond which library collections need not go. On the contrary, individual libraries will need to develop collections in depth and strength beyond these minimums to meet requirements approaching self-sufficiency in the specialized program areas of the institutions of which they are a part and to make their own contributions to the strength of the overall library resources of the region in which they are included.

Most formulas that have been developed for measuring the adequacy of library collections, and particularly the formulas on which these recommendations are based, are designed to accommodate full-scale bookform materials and microforms only; most other-than-bookform materials have been excluded from the input to the formulas. Other-than-book materials are both desirable and essential in support of the curricula of today, and the following forms of material should be counted in addition to the traditional printed volume: motion picture films and filmstrips; video tapes and electronic video recordings; phonorecords (both phonodiscs and phonotapes); sheet music; photographs and prints; maps; and, in the case of 4-year colleges and universities and professional schools, manuscripts and archives. For the time being, other-than-bookform holdings have been considered as supplementary to holdings of the traditional unit of library service, the volume*.

*"Volume" rather than "title" is recommended as the basic counting "unit of library resources," inasmuch as library statistical accounts are usually kept in terms of "volume." One "unit of library resources" is:

a. One volume: A physical unit of any printed, typewritten, handwritten, mimeographed, or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use.
b. One reel of microfilm
c. Eight microcards
d. Eight sheets of microfiche
e. Four sheets of microprint
f. One-seventh sheet of ultrafiche

FORMULAS

In developing minimal quantitative guidelines for academic libraries in New York State, the following approaches to the subject of standards have been utilized:

1. Verner W. Clapp and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections," *College and Research Libraries*, September 1965, pp. 371-380.

2. Interinstitutional Committee of Business Officers, University of Washington, Washington State University, etc. *A Model Budget Analysis System for Program 05 Libraries*. March 1970.

The application of the methods utilized in these approaches to the various types of libraries considered will be indicated specifically as the recommendations for each type of library collection are presented.

The formulas allow for variables among institutions with respect to academic programs and institutional size. When applied to an individual institution's program, they serve as a model for threshold adequacy constructed in minimum terms and afford a basis for long-range developmental planning. When applied to projected changes of an institution's program (new fields of study, degree programs at new levels, an increase or a decrease in enrollment), they can be used to estimate the library costs of change either in the minimal terms of threshold adequacy or at whatever degree of greater depth and strength is in accordance with institutional policy.

Two-year Colleges

In this category are included 2-year colleges of all types: a) general education or liberal arts (transfer or university parallel) programs; b) career programs in such fields as agriculture, business, engineering, health technologies, and social and human services; c) nondegree programs.

For institutions of this type, the Clapp-Jordan formula is modified by an increase in the size of the basic collection proportional to that adopted in the State of Washington study. The Clapp-Jordan provision for "subject field of study" is extended to include an increment for each such field in the curriculum, allowing sufficient flexibility to make the formula applicable to 2-year curricula of all types. The Clapp-Jordan formula for 2-year colleges, as modified, calls for a book collection of the following quantities:

To a basic collection, viz.:	Units
1. A collection to support a 2-year general education or liberal arts program	28,000
Add for each of the following as indicated:	
2. Faculty member (FTE)	50
3. Student (FTE)	5
4. Major or minor field of study (See appended list of fields)	165

Four-year Colleges and Universities

For libraries of 4-year colleges and universities, the State of Washington formula is recommended with modification to include an increment for each academic department offering undergraduate courses or programs. The increment recommended by Clapp-Jordan is suggested as the quantity to be included in the formula for this component.

The recommended formula is as follows:

To a basic collection, viz.:	Units
1. A collection to support a 4-year general education or liberal arts program	85,000
Add for each of the following, as indicated:	
2. Faculty member (FTE)	100
3. Student (FTE)	15
4. Undergraduate major or minor field (See appended list)	335
5. Master's field, when no doctorate is offered in field (See appended list)	6,100
6. Master's field, when doctorate is offered in field (See appended list)	3,050
7. Doctoral field (See appended list)	24,500

B. Staff

INTRODUCTION

The quality of an academic library program depends ultimately upon the capabilities of the library staff and the character of the environment provided for their work. Needed competencies are developed through the education and experience of both professional and support staff. These capacities interacting with library collections and physical facilities provide the potential for quality level service. However, desirable service levels will be reached only if a third ingredient is present - a satisfactory administrative climate both within the library and in library staff relationships with teaching faculty and administrative officers of the institution. In short, the full potential of the library can be achieved only where there is mutual respect, understanding, and support between and among librarians, faculty, and officers of central administration.

ROLE OF THE LIBRARIAN AND PROFESSIONAL STAFF

The chief librarian and professional staff must have empathy with the objectives of the institution and must be capable of making the library a vital educational force in support of faculty and student study and research.

As defined in the State's 1964 *Guidelines for Quality*, "the head librarian and all of the professional staff should have full faculty status and should

possess at least the first professional degree" or the equivalent education for incumbents of specialized positions.

The chief librarian should be directly responsible to that senior officer of administration who carries "across the board" responsibility for coordination of the total educational program.

The chief librarian and professional staff should be eligible for and be active participants in faculty and other committees responsible for educational planning. In short, they must in fact as well as in theory be full partners in the educational process.

LIBRARY FUNCTIONS AND PROGRAMS

The tasks involved in meeting the diversity of demands now placed upon the academic library call for a wide range of activities and corresponding specializations. The more important of these are presented in outline form under three headings below.

Collection Development, Organization, and Conservation

- Providing bibliographical competence for collection development in general and in major subject areas
- Organizing the collections through subject analysis, cataloging, and processing
- Providing competent specialized information services generally and in subject areas in institutions with graduate programs
- Conservation and preservation of collections
- Interrelating services with the resources and capabilities of other libraries in the area and State

Delivery of Service to Readers

- Providing general and specialized reference and bibliographical services
- Maintaining of instructional programs in the use of libraries and other information services
- Maintaining efficient reader oriented systems of access and circulation control
- Accessing resources outside the institution through interlibrary loan and related mechanisms

The Management Function

- Planning and evaluating of library programs
- Translating programs into budget proposals

- Continuing analysis and monitoring of internal operations
- Planning for efficient use of personnel including performance review
- Establishing and conducting staff development programs
- Maintaining fiscal control
- Providing administrative support services

PERSONNEL REQUIREMENTS

From the functions outlined in general terms above it can be seen that a wide range of professional and specialist talent and expertise is essential for the effective operation of the academic library. In addition to the library and bibliographical specializations many institutions will need specialists in such areas as operations research, data processing, production and use of technical aids to instruction, and communication generally.

While library performance is dependent first of all on the degree and amount of professional competence available, it is essential in each institution that an appropriate balance be achieved with respect to professional, technical, and support staff, and that the work of these groups be properly interrelated.

In any situation where there is less than one regular support staff position for each professional, there is almost certain to be some misuse or misassignment of professional time. If the full-time equivalent of part-time student help is included, this ratio should be a minimum of two FTE (full-time equivalent) support staff for each professional position.

RECOMMENDED STAFF LEVELS

From the information given above it should be clear that the pattern of professional, technical, and support staff appropriate to a given library depends directly upon the nature and character of the activities to be performed and to the quality level of service to which the institution aspires. For example, a library serving as the center for all instructional materials (print and nonprint) will obviously require more staff than one not responsible for nonprint material. A library maintaining a hundred or more hours of service weekly will require more staff than one offering only 60 hours of service. A library attempting to meet the sophisticated information requirements of graduate level programs in many fields will require more staff than one serving the same number of students and faculty in a community college.

In the end, therefore, appropriate staffing patterns can be established only through meticulous analysis of the local situation in relation to overall objectives of the local institution and in relation to the size and character of the clientele to be served.

Against this background, guidelines representing quality level achievement are now offered for the several types of institutions of higher education in New York State.

Hopefully, all institutions will eventually reach the recommended patterns of staffing. In the interim, however, minimum levels are indicated as essential to initial licensing of an institution by the Board of Regents. Institutions failing to achieve a level of at least 40 percent of the standard would not be so licensed, while institutions holding between 40 and 80 percent would be required to submit a plan for reaching that 80 percent level with an annual review of progress.

Other institutions will be able to compare their respective levels of achievement with the recommended standard and then identify the steps necessary to bring their library staffing patterns toward or to a true quality level. The institutions falling below 80 percent in any criterion would be viewed as substandard.

With these caveats the following guidelines are submitted for the several types of institutions in New York State.

FORMULA

FTE Students/Professional Staff

	E	D	C	B	A
2-year	Over 750	501-750	311-500	151-310	Under 150
4-year	Over 450	301-450	201-300	76-200	Under 75

C. Plant Facilities

INTRODUCTION

It is an institution's responsibility to provide not only library materials and staff but also secure facilities for housing its library resources and comfortable quarters for their utilization by students and faculty members. Many factors will enter into a determination of the quality of library facilities and quarters. They will include such external characteristics as the geographical location of the building, the grace with which it relates to its site and to neighboring structures, and the degree to which it contributes esthetically to the desired ambience of campus life. They will also include such internal characteristics as the diversity of its accommodations, the functional distribution and interrelationships of its space, and the simplicity and economy with which it can be utilized by patrons and operated by staff. They will include, moreover, such physical characteristics as the adequacy of its heating and cooling plants, its acoustical treatment and lighting, and the selection of its equipment and furniture.

All of these factors will have to be taken into consideration in any comprehensive effort to evaluate the quality of a library building, yet none of them are subject to quantitative measurement. They will be found in a building only to the degree that they were designed into it through the harmonious interaction of members of its planning team - architect, librarian, faculty members, and others - working sensitively for a structure that will contribute to the academic style to which the institution aspires. Its success or failure can be appraised only subjectively by those persons - students, faculty, and staff - who must live and work in the building.

Experience has shown, however, that certain other library characteristics can be evaluated on the basis of objective, quantitative measures. The average physical book, for example, fills approximately 100-120 cubic inches of space, and the average table-and-chair accommodation for a reader requires some 25 square feet of floor area. Such physical requirements, applied with accumulated academic library expertise, permit the development of a number of basic formulas for determining minimum floor areas without which a library building simply cannot be of high quality.

It is regrettable that higher education has thus far had too little experience with certain newer aspects of librarianship yet to be able to generalize about their spatial requirements. This is true, for example, of nonbook media. Since consensus has not yet been attained among educators as to the range and configuration of nonbook services which it is appropriate for libraries to offer, no generally applicable formulas have been developed for calculating space for them. Each institution must at present make its own calculations by drawing upon the experiences of the one or two libraries that seem best to approximate its own nonbook aspirations. When nonbook practice becomes more standardized in academic libraries, it will become possible to develop such formulas for their accommodation.

Meanwhile, the following quantitative guidelines are proposed for calculating the adequacy of space for traditional academic library services in New York State. Libraries are required to have at least 40 percent of the space for traditional services that these guidelines indicate; until they have 80 percent of the space called for in these guidelines, they are required to file annually a plan for advancement and a report on progress toward it. When coupled, however, with a satisfactory subjective evaluation of the aforementioned nonquantifiable plant characteristics, a 110 percent fulfillment of the following quantitative guidelines for space - the extra 10 percent being requisite lead time for additional plant development - may be taken as strongly presumptive of quality in an academic library building.

FORMULAS

Fairly accurate assessment of a library building's adequacy may be calculated through the use of three factors: 1) a seating factor, 2) a collection factor, and 3) an administrative factor.

1. Seating factor. The library seating factor, based upon FTE enrollment and faculty size, varies from institution to institution primarily on the basis of campus type. The following seating factors are recommended.

	Campus Type	Square Feet/FTE
a.	Commuting or 2-year colleges	5.25
b.	Typical residential college/university	6.25
c.	Strong liberal arts, graduate oriented residential institution	7.25

2. Collection factors. Collection factors depend in part upon the overall size of the book collection. Space required for the collections should be calculated by using the following collection factors cumulatively as needed.

No. of Volumes	Square Feet/Volume
first 150,000	0.10
next 150,000	0.09
next 300,000	0.08
holdings above 600,000	0.07

Several cautions should be observed in utilizing these guidelines:

1) they apply to conventional library services only; if the library building houses audiovisual services, classrooms, language labs, or other such activities, space for them should be added to the totals developed through use of these guidelines;

2) although centralization or decentralization of library services in an institution may have considerable impact upon library staffing requirements, it exerts little if any influence upon the total amount of library space required;

3) all conventional library activities, whether specifically mentioned in these guidelines or not, are incorporated somewhere within them;

4) use of these guidelines produces spatial estimates in terms of net assignable square feet only; gross square footages may be determined by adding appropriate net-to-gross increments to them.

Collection factors, however, apply to physical volumes only. Microforms may be included only if they are first converted to "physical volume space equivalents" by utilizing the following ratios:

6 microfilm reels equate with one physical book
600 microcards equate with one physical book
140 microprints equate with one physical book
600 3 x 5 microfiches equate with one physical book
300 4 x 6 microfiches equate with one physical book

3. Administrative factor. The administrative factor accounts for space required by such administrative activities as processing a collection (including acquisitions, cataloging, and binding), serving the public (including service desks, catalogs, and special files), and library management functions (including requisite staff areas).

This administrative factor may be calculated as 0.25 of the square feet required for seating and collections as determined under Items 1 and 2 above.

A library's net assignable spatial requirement may therefore be expressed as the following formula.

Library Space = 1.25 (FTE) x (Seating Factor) + (Vols.) x (Collection Factors)

Example: Hardin College has 1,100 students, 100 faculty members, and 180,000 library books. Since it is a strong, liberal arts, residential institution (Type 1 c), it calculates its space needed for library seats at 8,700 square feet by multiplying its population of 1,200 by the proposed seating factor of 7.25.

It calculates its need for collection space as follows: first 150,000 vols. x factor of 0.10 = 15,000 square feet; balance of 30,000 vols. x factor of 0.09 = 2,700; for total collection space requirement of 17,700 square feet. The sum of these two square footage calculations, or 26,400 square feet x 1.25 to allow space for administrative services results in a total net assignable library space requirement for Hardin College of 33,000.

LIST OF FIELDS

Bachelor's Master's Doctoral Degrees

Categories

Agriculture & Natural Resources
- Agricultural business
- Agricultural economics
- Agriculture, general
- Agriculture & farm management
- Agriculture & forestry technologies
- Agronomy
- Animal science
- Dairy science
- Fish, game, & wildlife management
- Food science & technology
- Forestry
- Horticulture
- Natural resources management
- Ornamental horticulture
- Poultry science
- Range management
- Soils science

Architecture & Environmental Design
- Architecture
- City, community, & regional planning
- Environmental design, general
- Interior design
- Landscape architecture
- Urban architecture

Area Studies
- African studies
- American studies
- Asia studies, general
- East Asian studies
- Eastern European studies
- European studies, general
- Islamic studies
- Latin American studies
- Middle Eastern studies
- Pacific area studies
- Russian & Slavic studies
- South Asian studies
- Southeast Asian studies
- West European studies

Biological Sciences
- Anatomy
- Bacteriology
- Biochemistry
- Biology, general
- Biometrics & biostatistics
- Biophysics
- Botany, general
- Cell biology
- Ecology
- Embryology
- Entomology
- Genetics
- Histology
- Marine biology
- Microbiology
- Molecular biology
- Neurosciences
- Nutrition, scientific
- Pathology, human & animal
- Pharmacology, human & animal
- Physiology, human & animal
- Plant pathology
- Plant pharmacology
- Plant physiology
- Radiobiology
- Toxicology
- Zoology, general

Business and Management
- Accounting
- Banking and finance
- Business & commerce, general
- Business economics
- Business management & administration
- Business statistics
- Hotel & restaurant management
- Insurance
- International business
- Investments and securities
- Labor and industrial relations
- Marketing & purchasing

Business and Management (con.)
- Operations research
- Personnel management
- Real estate
- Secretarial studies
- Transportation & public utilities

Communications
- Advertising
- Communication media
- Communications, general
- Journalism
- Radio/television

Computer & Information Sciences
- Computer & information sciences, general
- Computer programming
- Data processing
- Information sciences & systems
- Systems analysis

Education
- Administration of special education
- Adult & continuing education
- Agricultural education
- Art education
- Business, commerce, & distributive education
- Curriculum & instruction
- Driver & safety education
- Education, general
- Education of the culturally disadvantaged
- Education of the deaf
- Education of the emotionally disturbed
- Education of exceptional children, not classified above
- Education of the gifted
- Education of the mentally retarded
- Education of the physically handicapped
- Education of the visually handicapped
- Educational administration
- Educational psychology
- Educational statistics & research
- Educational supervision
- Educational testing, evaluation & measurement
- Elementary education, general
- Health education
- Higher education, general
- Home economics education
- Industrial arts, vocational, & technical education
- Junior & community college education
- Junior High School education
- Mathematics education
- Music education
- Nurse education
- Physical education
- Preelementary education
- Reading education
- Remedial education
- Science education
- Secondary education, general
- Social foundations
- Special education, general
- Special learning disabilities
- Speech correction
- Student personnel

Engineering
- Aerospace, aeronautical & astronautical engineering
- Agricultural engineering
- Architectural engineering
- Bioengineering & biomedical engineering
- Ceramic engineering
- Chemical engineering
- Civil, construction, & transportation engineering
- Electrical, electronics, & communications engineering
- Engineering, general
- Engineering mechanics
- Engineering physics
- Engineering technologies
- Environmental & sanitary engineering
- Geological engineering
- Geophysical engineering
- Industrial & management engineering
- Materials engineering
- Mechanical engineering
- Metallurgical engineering
- Mining & Mineral engineering
- Naval architecture & marine engineering
- Nuclear engineering
- Ocean engineering
- Petroleum engineering
- Textile engineering

Fine and Applied Arts
- Applied design
- Art
- Art history & appreciation
- Cinematography
- Dance

Fine and Applied Arts (con.)
- Dramatic arts
- Fine arts, general
- Music
- Music history & appreciation
- Photography

Foreign Languages
- African languages
- Arabic
- Chinese
- Foreign languages, general
- French
- German
- Greek, classical
- Hebrew
- Indian
- Italian
- Japanese
- Latin
- Russian
- Scandinavian languages
- Slavic languages
- Spanish

health Professions
- Biomedical Communication
- Chiropractic
- Clinical social work
- Dental hygiene
- Dental specialties
- Dental technologies
- Health professions, general
- Hospital & health care administration
- Medical laboratory technologies
- Medical record librarianship
- Medical specialties
- Nursing
- Occupational therapy
- Optometry
- Pharmacy
- Physical therapy
- Podiatry or podiatric medicine
- Public health
- Radiologic technologies
- Speech pathology & audiology
- Veterinary Medicine specialties

Home Economics
- Clothing & textiles
- Consumer economics & home management
- Family relations & child development
- Foods & nutrition
- Home decoration & home equipment
- Home economics, general
- Institutional management & cafeteria management

Law
- Law, general

Letters
- Classics
- Comparative literature
- Creative writing
- English, general
- Linguistics
- Literature, English
- Philosophy
- Religious studies
- Speech, debate, & forensic science
- Teaching of English as a foreign language

Library Science
- Library science, general

Mathematics
- Applied mathematics
- Mathematics, general
- Statistics, mathematical & theoretical

Military Sciences
- Aerospace science
- Merchant Marine
- Military science
- Naval science

Physical Sciences
- Analytical chemistry
- Astronomy
- Astrophysics
- Atmospheric sciences & meteorology
- Chemistry, general
- Earth sciences, general
- Geochemistry
- Geology
- Geophysics & seismology
- Inorganic chemistry
- Metallurgy
- Molecular physics
- Nuclear physics
- Oceanography
- Organic chemistry
- Other earth sciences
- Other physical sciences
- Paleontology

Physical Sciences (con.)
- Pharmaceutical chemistry
- Physical chemistry
- Physical sciences, general
- Physics, general

Psychology
- Clinical psychology
- Developmental psychology
- Experimental psychology
- Industrial psychology
- Physiological psychology
- Psychology, general
- Psychology for counselling
- Psychometrics
- Social psychology
- Statistics in psychology

Public Affairs and Services
- Community services, general
- International public service
- Law enforcement & corrections
- Parks & recreation management
- Public administration
- Social work & helping services

Social Sciences
- Afro-American studies
- American Indian cultural studies
- Anthropology
- Archaeology
- Criminology
- Demography
- Economics
- Geography
- History
- International relations
- Mexican-American cultural studies
- Political science & government
- Social sciences, general
- Sociology
- Urban studies

Theology
- Biblical languages
- Religious education
- Religious music
- Theological professions, general

Interdisciplinary Studies
- Biological & physical sciences
- Engineering & other disciplines
- General liberal arts & sciences
- Humanities & social sciences

(Source: New York State Education Department, Information Center on Education. *Higher Education Data System; Degrees and Other Formal Awards Conferred between July 1, 1970, and June 30, 1971.*)

BIBLIOGRAPHY

Advisory Council on Regionalism for the Northeastern Area. *Comments and Recommendations about Regional Higher Education Relationships in Northeastern New York State: A Report to the Regents.* June 1973.

American Library Association. Association of College and Research Libraries. Standards Committee. "Standards for College Libraries," *College and Research Libraries*, Vol. XX (July 1959), pp. 274-80.

American Library Association. Association of College and Research Libraries. Standards Committee. "Standards for Junior College Libraries," *College and Research Libraries*, Vol. XXI (May 1960), pp. 200-6.

Bixler, Paul. *Proposed Library Standards and Growth Patterns for Maryland Public Higher Education Institutions.* Baltimore: Maryland Council for Higher Education, 1970.

Carnegie Commission on the Future of Higher Education. *New Students and New Places.* New York: McGraw-Hill, 1971.

Carnegie Commission on Higher Education. *The Fourth Revolution: Instructional Technology in Higher Education.* New York: McGraw-Hill, 1972.

Clapp, Verner W. and Robert T. Jordan. "Quantitative Criteria for Adequacy of Academic Library Collections," *College and Research Libraries*, Vol. XXVI (September 1965), pp. 371-80.

Connor, Jean L. "Planning for Cooperative Reference and Research Library Service in New York State," *New York Library Association Bulletin*, Vol. XI (January 1963), pp. 5-9.

Downs, Robert B. and John W. Heussman. "Standards for University Libraries," *College and Research Libraries*, Vol. XXI (January 1970), pp. 28-35.

Education Beyond High School, The Regents Statewide Plan for the Development of Post Secondary Education. Albany: The University of the State of New York, The State Education Department, 1972.

The Financial Problems of Private Colleges and Universities of New York State, An Interim Report. Albany: The University of the State of New York, The State Education Department, April 1971.

Guidelines for Quality in College Libraries. Albany: The University of the State of New York, The State Education Department, 1964.

Illinois. Board of Higher Education. *Report of the Library Committee.* Springfield, 1969.

Interinstitutional Committee of Business Officers, University of Washington, Washington State University, etc. *A Model Budget Analysis for Program 05 Libraries.* March 1970.

Josey, E. J. "Systems Development for Reference and Research Library Service in New York State; the 3R's," *British Columbia Library Quarterly*, Vol. XXXI (April 1968), pp. 3-21.

Kaser, David. "Whither Interlibrary Loan?," *College and Research Libraries*, Vol. XXXIII (September 1972), pp. 398-402.

Kilgour, Frederick G., Philip L. Long, Alan L. Landgraf, and John A. Wyckoff. "The Shared Cataloging System of the Ohio College Library Center," *Journal of Library Automation*, Vol. V, No. 3 (September 1972), pp. 157-83.

Library Service: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. A Position Paper, No. 8 of a Series. Albany: The State Education Department, 1970.

1969 Progress Report of the Board of Regents on the Regents Statewide Plan for the Expansion and Development of Higher Education, 1968. Albany: The University of the State of New York, The State Education Department, 1969.

1970 Progress Report of the Board of Regents on the Regents Statewide Plan for the Expansion and Development of Higher Education, 1968. Albany: The University of the State of New York, The State Education Department, 1970.

Penna, C. V. *The Planning of Library and Documentation Services.* ("UNESCO Manuals for Libraries," No. 17) 2d Edition. Paris: UNESCO, 1970.

A Regional Plan for Higher Education: Report from New York City. New York: Regents Advisory Council, New York City Regional Plan for Higher Education, 1972.

Report of the Commissioner of Education's Committee on Library Development. Albany: The University of the State of New York, The State Education Department, 1970.

Rollins, Jane G. "NYSILL vs. Austerity, The New York State Interlibrary Loan Program, A Study of Phase V - 1971-72," *The Bookmark*, Vol. XXXII (November-December 1972), pp. 35-9.

Taylor, Robert Saxton. *The Making of a Library, the Academic Library in Transition.* (Hampshire College Working Paper Number 2). New York: John Wiley and Sons, Inc., 1972.

Wisconsin. Coordinating Council for Higher Education. *Libraries and Library Education at Wisconsin's Public Universities.* (CCHE #106). Madison: Coordinating Council of Higher Education, September 1969.

ADDENDUM I

REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEMS

Capital District Library Council for Reference
and Research Resources
Union College Campus
Union St. and Seward Pl.
Schenectady 12308

Central New York Library Resources Council
106 Roney Lane
Apt. 1-D
Syracuse 13210

Long Island Library Resources Council, Inc.
P.O. Box 31
Bellport 11713

New York Metropolitan Reference and Research
Library Agency, Inc.
11 West 40th St.
New York 10018

North Country Reference and Research
Resources Ccuncil
73 Park St.
Park Street Hall
Canton 13617

Rochester Regional Research Library Council
Room 200
50 West Main St.
Rochester 14614

South Central Research Library Council
Room 331 Sheldon Ct. - College Ave.
Ithaca 14850

Southeastern New York Library Resources Council
103 Market St.
Poughkeepsie 12601

Western New York Library Resources Council
Buffalo and Erie County Public Library
Lafayette Sq.
Buffalo 14203

ADDENDUM II

MAP OF REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEMS

ADDENDUM III

MAP OF HIGHER EDUCATION REGIONS OF THE BOARD OF REGENTS

STATE OF NEW YORK

1420

1973-1974 Regular Sessions

IN SENATE

January 22, 1973

Introduced by Sens. GIUFFREDA, DONOVAN—(at request of the State Department of Education)—read twice and ordered printed, and when printed to be committed to the Committee on Finance

AN ACT

To amend the education law, in relation to state aid to public library systems and to repeal paragraph a of subdivision one of section two hundred seventy-three, relating to state aid for the acquisition of books and to repeal paragraph d of subdivision two of section two hundred seventy-three relating to the formula used for computing state aid, and in relation to the development of reference and research library resources, and in relation to the organization and support of a cooperative institutional library system, and making an appropriation therefor

The People of the State of New York, represented in Senate and Assembly, do enact as follows: ●●●

§ 9. Such law is hereby amended by adding thereto a new section, to be section two hundred fifty-five-a, to read as follows:

§ 255-a. Reference and research library program. 1. A reference and research library system is defined as a duly chartered educational institution resulting from the association of a group of library systems, institutions of higher education, libraries, and other non-profit educational institutions, organized to improve reference and research library service. Each reference and research library system shall submit a plan of operation to the commissioner at least once every three years and the approval of such plan shall be a prerequisite to the payment of any state aid or to the participation of such system in the state program for reference and research library resources. The regents advisory council on libraries shall review and make recommendations to the commissioner relative to the approval of such plans and the development of state-wide plans and policies relating to a coordinated reference and research library program. The commissioner shall adopt regulations providing standards for such library systems. Such regulations shall, among other things, relate to the following: (a) the minimum participation of libraries within an area that may constitute a reference and research library system; (b) extension and cooperative utilization of the library resources and services of the member institutions, including obligations such as interlibrary loans that individual libraries would need to carry out in order to achieve statewide cooperation and uniformity; (c) adequate books and other library materials to meet the most frequent research needs of the region; (d) an adequate number of qualified personnel; (e) adequate bibliographic and other machinery for the identification and location of reference and research library materials;

(f) employment of administrative techniques and techniques of communication and transportation for making materials quickly available to users in the region; (g) the procedures which systems shall follow in accounting for the use of state funds; (h) provisions for insuring that funds received as state aid to such system will be utilized for additional and expanded research library services and not as a substitute for funds theretofore available from other sources for library purposes; but such regulations shall not directly or indirectly prohibit the inclusion of a particular book, periodical or material or the works of a particular author or the expression of a particular point of view.

2. State aid for reference and research library systems shall be apportioned as follows:

a. A reference and research library system providing services during a calendar year under a plan approved by the commissioner of education to extend and coordinate reference and research library services shall be entitled to receive state aid computed and paid in the manner and subject to the terms and conditions prescribed by this section for each full year during which service is provided in accordance with such approved plan. In the event that such a library system provides services under an approved plan for less than a full year, such library system shall receive a pro rata amount of such state aid computed from the date of approval of such plan to the end of the calendar year.

b. Each such approved library system shall receive annually an amount equal to the sum of seven dollars and fifty cents for each full time student enrolled in all institutions of higher education located in the region served by such library system, except that in the fiscal year beginning April first, nineteen hundred

seventy-three this sum shall be three dollars, and in the fiscal year beginning April first, nineteen hundred seventy-four this sum shall be five dollars and twenty-five cents. Where students attend less than full time the library system shall be entitled to receive the sum of three dollars and seventy-five cents, except that in the fiscal year beginning April first, nineteen hundred seventy-three this sum shall be one dollar and twenty-five cents, and in the fiscal year beginning April first, nineteen hundred seventy-four this sum shall be two dollars and fifty cents. The method of and date for computation of student enrollment shall be specified by the commissioner.

c. Each such approved system shall receive annually a sum equal to one dollar and twenty-five cents for each professional worker residing in the area served by the system as shown in the major occupation group of the experienced civilian labor force designated as "professional, technical and kindred workers" in the report of general characteristics of population for New York State published by the United States Department of Commerce, Bureau of Census, for the last preceding decennial census, except that in the fiscal year beginning April first, nineteen hundred seventy-three this sum shall be fifty cents, and in the fiscal year beginning April first, nineteen hundred seventy-four this sum shall be one dollar.

d. No system shall receive less than one hundred and fifty thousand dollars in the fiscal year beginning April first, nineteen hundred seventy-three, less than two hundred thousand dollars in the fiscal year beginning April first, nineteen hundred seventy-four, nor less than two hundred and fifty thousand dollars in the

fiscal year beginning April first, nineteen hundred seventy-five and annually thereafter.

e. State aid to reference and research library systems shall be paid to the treasurers of such systems.

f. The state aid to reference and research library systems shall be utilized for the program of services outlined in their approved plans.

g. A reference and research library system which was operating under an approved plan as of March thirty-first, nineteen hundred seventy-three, pursuant to commissioner's regulations, and which subsequently prior to October first, nineteen hundred seventy-three, submits a plan of library service which is approved pursuant to this section shall be deemed to have been operating continuously for such calendar year under an approved plan of service.

3. The department shall develop and implement a statewide program for reference and research library services through such means as exploring and determining the needs for intensive research library collections in specific subject fields, negotiating agreements with the regional reference and research library systems and with other duly chartered libraries and other educational institutions, or other public or private corporations or agencies; providing appropriate compensation for the purpose of building and maintaining intensive research library collections at proper levels and extending their use on a statewide basis; determining and developing bibliographic tools and other machinery necessary to make possible the most effective use of available research materials; coordinating the state program with pertinent activities on a national basis and among other state and regional agencies and associations and for such other measures as are necessary to insure

convenient, prompt and economic access by residents of the state to reference and research library resources.

4. There shall be apportioned annually for the purposes of such statewide program of reference and research library services a sum equal to:

a. Five dollars for each professional worker residing in the state as shown in the major occupation group of the experienced civilian labor force designated as "professional, technical and kindred workers" in the report of general characteristics of population for New York State published by the United States Department of Commerce, Bureau of Census, for the last preceding decennial census, except that in the fiscal year beginning April first, nineteen hundred seventy-three this sum shall be one dollar, and in the fiscal year beginning April first, nineteen hundred seventy-four this sum shall be two dollars and fifty cents, and

b. Five dollars for each full time student enrolled in all institutions of higher education in a program approved or registered by the education department located in New York State, except that in the fiscal year beginning April first, nineteen hundred seventy-three this sum shall be one dollar, and in the fiscal year beginning April first, nineteen hundred seventy-four this sum shall be two dollars and fifty cents, and

c. Two dollars and fifty cents for each part time student enrolled in all institutions of higher education in a program approved or registered by the Education Department located in New York State, except that in the fiscal year beginning April first, nineteen hundred seventy-three this sum shall be fifty cents, and in the fiscal year beginning April first, nineteen hundred seventy-four this sum shall be one dollar and twenty-five cents.

***